

Inquisitive Insects



Lesson adapted from Art Makes U Smart

Grade Level

1st Grade

Key Vocabulary

- Exoskeleton
- Thorax
- Abdomen
- Antenna

Materials

- UCreate® Printmaking Paper, #P9001 OR Pacon® Super Bright Tagboard, #P1709 cut to 8" x 10"
- Art Straws® Paper Tubes, #PAC9232
- Creativity Street® Bump Stems, #PAC9182-01
- Creativity Street® Tacky Glue, #PAC3375
- KolorFast® Tissue Assortment, #P0058950
- Prang® Art Markers, #X80680
- Ticonderoga® My First Pencil, #X33312
- Tru-Ray® Construction Paper, #P103031
- Prang® Glue Stick, #X15371

Objective

Students will learn the basic parts of an insect. They will answer a questionnaire and use their answers to determine what shape, color, or number of variable attributes their insect will have. Students will also gain experience with folding, bending, and curling art-making materials.

Standards

NGSS: LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

VA:Cr1.2.2a

Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

VA: Cr3.1.2a

Discuss and reflect with peers about choices made in creating artwork.

SEL Competencies

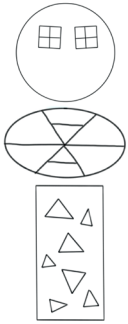
- Self-Awareness
- Social-Awareness
- Relationship Skills

Engagement

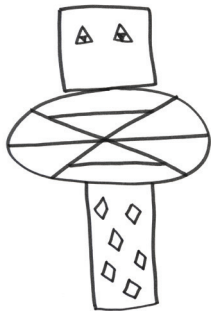
1. Ask students to close their eyes and visualize an insect. Ask them to think about the different parts that make up the insect they are imagining. Ask students to share.
2. Show a basic image of an insect to the class. Point out the main parts such as the head, thorax, abdomen, wings, legs, eyes, antenna, etc. This is also a great time to introduce exoskeletons. Optional: Have students label the parts of an insect in their science notebooks.
3. Show a few more images of insects to the class. Talk about the similarities and differences between these insects. Students might notice things like the different number of wings, legs, leg shapes, body shapes, antenna shape and size, etc. Relate the differences in the insects you've shown them to the differences between humans. Point out a few differences between humans such as eye and hair color, height, age, number of teeth, things they like to learn, and other various experiences.

Steps 3-8

Student artwork will vary



Step 9



Step 10



Step 11



Activity

1. Hand out the questionnaire (see last page of lesson) to students, and guide them through the questions, explaining that their answers to the questions will help determine what their insect looks like.
2. After students have answered the questions, hand out a piece of printmaking paper or colored tagboard and direct students to use a pencil to draw/create the head, thorax and abdomen as they go through the attributes that correspond with their answers to the questionnaire.
3. Head shape: students will draw a square, triangle or circle depending on their answers.
4. Thorax shape: students will draw a horizontal or vertical oval depending on their answers.
5. Thorax design: students will draw straight lines or wavy lines depending on their answers.
6. Abdomen shape: students will draw a vertical rectangle or horizontal oval depending on their answers.
7. Abdomen design: students will draw a certain number of a certain shape depending on their answers.
8. Number of eyes: students will draw a certain number of eyes depending on their answers.
9. Once the head, thorax, and abdomen have been drawn in pencil, have students use a dark colored marker to outline their pencil lines.
10. Have students color their insect however they'd like.
11. Explain that for the legs, antennas, and wings students will be gluing on various art-making materials. Have students gather three chenille stems that are closest to the color of their favorite flavor of ice cream. Allow students to experiment with how they'd like to bend their chenille stems to make an interesting leg shape (zig-zag, wavy, spiral, etc.). Using tacky glue, adhere the six legs to the sides of the insect body they colored previously. Have students place the leg with a dot of tacky glue on the chenille stem, and press it down on their paper for 30 seconds.

Step 12



Step 13



Step 14



Step 15



1. For insect wings, students will need to gather two, four, or six pieces of tissue paper depending on their answers. Students will either pinch the corner of their tissue paper, or accordion fold it, depending on their answers. Students then glue their wings to their insects however they'd like.
2. For the insect's antennae, students will need to gather two art straws in a color of their choice. Depending on their answers, students will make their antennae curly or fold them in a zig-zag. Have students glue their antennae onto their insects.
3. Finally, give students the freedom to add any facial features they'd like such as a nose, mouth, or tongue (proboscis). Using additional chenille stems, art straws, or construction paper will add interest.
4. Have students mount their inquisitive insect on a piece of construction paper, and sign the backside.

Assessment

Display artwork where everyone can see. Review the questions and which shapes and designs correspond to each. Have students guess which insect belongs to which student, and tell which attribute(s) helped them come to that conclusion, encouraging the use of vocabulary words.

Inquisitive Insect Questionnaire

Name _____

1. What is your favorite subject out of these three?
Math (square head)
Science (triangle head)
English (circle head)
2. Have you ever walked, scooted, or rode your bike to school?
Yes (horizontal oval thorax)
No (vertical oval thorax)
3. Where do you like to play the most?
Inside (straight lines in thorax)
Outside (wavy lines in thorax)
4. Have you lost a tooth?
Yes (vertical rectangle abdomen)
No (vertical oval abdomen)
5. How many letters are in your first name? _____
(This tells you the number of spots on your insect's abdomen,
but the next answer tells you the shape of the spots!)
6. In your family, are you the...
Oldest child (circular spots)
Middle child (square spots)
Youngest child (triangle spots)
Only child (diamond spots)
7. How many types of transportation have you been on? _____
*Examples of types of transportation: car, train, boat, bicycle, motorcycle,
airplane, subway, sled, horse, gondola etc.*
(This tells you the number of eyes your insect will have.)
8. What is your favorite flavor of ice cream? _____
(This tells you the color of legs your insect will have)
9. Do you have any pets?
Yes (curly antennas)
No (zig-zag antennas)
10. Do you know what you want to be when you grow up?
Yes (pinched wings)
No (zig-zag wings)
11. How do you part your hair?
On the side (two wings)
In the middle (four wings)
I don't part my hair! (six wings)



Open  and tap  for ideas

DIXON
TICONDEROGA